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ABSTRACT

This module, one in a series of 127 performance-based teacher education (PBTE) learning packages, focuses on specific professional competencies of vocational teachers. It is designed to give potential teachers skills in individualizing instructional plans at the program/unit level and at the lesson plan level for the exceptional students in their classes. This module contains a terminal objective (i.e., in an actual teaching situation, plan instruction for exceptional students), two enabling objectives (i.e., given a profile of an exceptional student, develop a partial individual training plan for that student), prerequisites needed, resources, terminology, and three learning experiences. The first two learning experiences focus on the enabling objectives, while the final learning experience is designed as a demonstration to the instructor that the student has fulfilled the requirements of the terminal objective. The learning experiences contain information about individual instructional plans, sample forms, blank forms, and case histories of students to use for creating the plans. A performance assessment form for teachers use completes the module. (KC)

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ED227256

MODULE
L-3

Plan Instruction for Exceptional Students

Module L-3 of Category L—
Serving Students with Special/Exceptional Needs
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Category L—Serving Students with Special/Exceptional Needs—are designed to enable vocational teachers and other occupational trainers to create learning environments that are accessible, accommodating, and equitable in meeting the instructional needs of individuals in those groups previously denied equal vocational education opportunities. The modules are based upon 380 teacher competencies identified and verified as essential for vocational teachers to meet the special needs of all students in their classes. Included are special populations such as the handicapped, adults pursuing retraining, and students enrolled in programs that are nontraditional for their sex.

Many individuals and institutions have contributed to the research, development, testing, and revision of these significant training materials. Appreciation is extended to the following individuals who, as members of the project technical panel, advised project staff, identified human and material resources, and reviewed draft materials: James B. Boyer, Ken Dieckhoff, Mary M. Frasier, Gerald R. Fuller, Juan Guzman, Jerry Holloway, Barbara Kemp, Jeffrey G. Keily, Betty Ross-Thomson, Ann Turnham-Smith, and Richard Tyler.

Appreciation is also extended to the approximately 80 vocational teachers and supervisors from throughout the United States who served on the eight DACUM analysis panels that assisted National Center staff in the initial identification of the teacher competency statements. Appreciation is extended, too, to the 80 additional teachers and supervisors from throughout the United States who assisted in the verification of the 380 competencies.

Field testing of the materials was carried out with assistance of field-site coordinators, teacher educators, students, directors of staff development, and others at the following institutions: University of Alabama–Birmingham; Albuquerque Technical-Vocational Institute, New Mexico; University of Central Florida; University of Southern Maine; Maricopa County Community College District, Arizona; Murray State University, Kentucky; University of New Hampshire; SUNY College of Technology–Utica, New York; Temple University, Pennsylvania; Texas State Technical College; Upper Valley Joint Vocational School, Ohio; and Central Washington University.

Special recognition for major individual roles in the development of these materials is extended to the following National Center staff: Lucille Campbell-Thrane, Associate Director, Development Division, and James B. Hamilton, Program Director, for leadership and direction of the project; Lois G. Harrington, Karen M. Quinn, and Michael E. Wonacott, Program Associates, for training of module writers and module quality control; Cheryl M. Lowry, Research Specialist, for developing illustration specifications; Kevin Burke and Barbara Shea for art work; Nancy Lust, Research Specialist, and Wheeler Richards, Graduate Research Associate, for assisting in the coordination of module field testing and data summarization; and Catherine C. King-Fitch, Program Associate, for revision of the materials following field testing. Special recognition is also extended to George W. Smith Jr., Art Director at AAVIM, for supervision of the module production process.

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THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
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The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Providing information for national planning and policy.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM
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The American Association for Vocational Instructional Materials (AAVIM) is a nonprofit national institute

The institute is a cooperative effort of universities, colleges and divisions of vocational and technical education in the United States and Canada to provide for excellence in instructional materials.

Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

INTRODUCTION

As a vocational-technical instructor, you are or will be responsible for planning the instruction for all your students, including those who have exceptional needs and abilities. These instructional plans form the basis for the training that your students will receive in your program.

However, a plan that is based on the needs of the majority of your students will probably not meet the needs of the rest of the students. Some of your students may have exceptional needs that might prevent them from completing the program successfully or adequately without some special help. Other students may have exceptional abilities and may need specially designed supplementary or alternative instruction to keep them challenged. It is thus crucially important for you to consider modifying your instructional plans to meet the exceptional needs and abilities of your students.

This module is designed to give you skill in individualizing your instructional plans—at the program/unit level and at the lesson plan level—for the exceptional students in your classes. By learning to individualize your instructional plans, you will do more than meet the needs of your exceptional students—you will enrich the vocational-technical program for **all** your students.

ABOUT THIS MODULE

Objectives

Terminal Objective: In an actual teaching situation, plan instruction for exceptional students. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 47–48. *(Learning Experience III).*

Enabling Objectives:

1. After completing the required reading, critique the performance of two vocational teachers in given case studies in participating in individualized planning sessions with exceptional students *(Learning Experience I).*
2. Given a profile of an exceptional student, develop a partial individual training plan for that student *(Learning Experience II).*

Prerequisites

The modules in Category L are **not** designed for the prospective teacher with no prior training and/or experience. They assume that you have achieved a minimal level of skill in the core teacher competencies of instructional planning, execution, and evaluation. They then build on or expand that skill level, specifically in terms of serving students with special/exceptional needs.

In addition, to complete this module, you should have defined or redefined your educational philosophy to include your responsibility for serving students with exceptional needs; and you should have competency in identifying and diagnosing the needs of these students. If you do not already meet these requirements, meet with your resource person to determine what method you will use to do so. One option is to complete the information and practice activities in the following modules:

- *Prepare Yourself to Serve Exceptional Students,* Module L-1
- *Identify and Diagnose Exceptional Students,* Module L-2

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references within your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Phelps, L. Allen, and Batchelor, Laurie J. *Individualized Education Programs (IEPs): A Handbook for Educators.* Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979.

A slide projector and audiotape equipment to use in viewing and listening to a slide/tape presentation.

A screen to use with the projector.

The slide/tape presentation: "Using Individualized Education Programs (IEPs) in Vocational Education." Columbus, OH: The National Center for Research in Vocational Education, The Ohio State University, 1979.

Learning Experience II

Required

An occupational analysis in your own occupational specialty that you can use in developing a partial ITP for a student with exceptional needs.

A resource person to evaluate your competency in developing a partial ITP for a student with exceptional needs.

Learning Experience III

Required

An actual teaching situation in which you can plan instruction for exceptional students.

A resource person to assess your competency in planning instruction for exceptional students.

Terminology

Special/Exceptional Needs: Referred to in the modules simply as exceptional needs, this term refers to those needs that may prevent a student from succeeding in regular vocational education classes without special consideration and help. The following types of students are included in our definition of students with exceptional needs:

- Persons enrolled in programs nontraditional for their sex (e.g., the male in home economics)
- Adults requiring retraining (e.g., displaced homemakers, technologically displaced)
- Persons with limited English proficiency
- Members of racial/ethnic minority groups
- Urban/rural economically disadvantaged
- Gifted and talented
- Mentally retarded
- Sensory & physically impaired

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

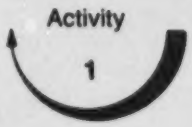
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

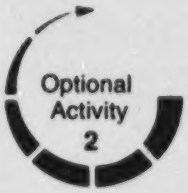
Learning Experience I

OVERVIEW

After completing the required reading, critique the performance of two vocational teachers in given case studies in participating in individualized planning sessions with exceptional students.



You will be reading the information sheet, Individualized Planning for Students with Exceptional Needs, pp. 8–27.



You may wish to view the slide/tape presentation, "Using Individualized Education Programs (IEPs) in Vocational Education" and to read the accompanying handbook, Phelps and Batchelor, *Individualized Education Programs (IEPs): A Handbook for Educators.*

You will be reading the Case Studies, pp. 28–30, and critiquing the performance of the teachers described.

You will be evaluating your competency in critiquing the teachers' performance in participating in individualized planning sessions with exceptional students by comparing your completed critiques with the Model Critiques, pp. 31–32.

For information about the need for individualized planning and how you, as a vocational teacher, can develop individual written plans to meet the exceptional needs of your students, read the following information sheet.

INDIVIDUALIZED PLANNING FOR STUDENTS WITH EXCEPTIONAL NEEDS

As a vocational-technical instructor, one of your most important responsibilities is instructional planning. The plans that you make form the basis for all the teaching that you do. Instructional planning normally involves the following sequential steps:

1. Conduct a community survey to determine the need for specific vocational programs and for trained workers in various occupations.
2. Develop program goals and objectives.
3. Conduct/obtain an occupational analysis to determine the broad skills required of workers.
4. Develop a course of study or curriculum outline of the skills to be taught.
5. Develop units of instruction.
6. Develop lesson plans and/or individualized learning packages.

We are concerned at this point with Steps 2–5. What will you need to do differently in these planning steps if you have students in your class who require special assistance? For example, if you had a deaf student in your class, how would it affect your planning? Ideally, **any** planning that you do will take into account the individual differences and needs of your students. However, in order to structure appropriate learning opportunities for students with exceptional needs, individualized planning is **essential.**

Some of you may be turning slightly pale and throwing your hands up in dismay. Individual plans on top of everything else? And what about occupational standards; we can't lower them, can we? Let's take an example, an oversimplified one, to make a point. With a class of so-called "normal" students, a standardized plan—a single plan—is going to reach some, bore some, lose some, confuse some. Yet, what motivates students and provides teachers with satisfaction is **student success.**

Vocational teachers—with their relatively smaller class loads, laboratory focus, and additional student contact through vocational student organizations—have long been providing individualized instruction, even if they don't call it that. For students with identified exceptional needs, it is critical that this individualized planning be formalized to enable them to meet their unique occupational goals, minimize their limitations, reach their potentials, and succeed in their vocational-technical programs.

Working with these students to develop individualized plans may take some extra time, especially initially, but it is well worth it. In addition, a good individualized plan can later save you hours in preparation time and spare the student untold frustration because it **clarifies the student's instructional goals** and **specifies the services and modifications that are required to meet the goals.**

One other benefit to consider is that the textbook selected for a student with a learning disability, the remedial film selected for the woman needing some elementary carpentry skills, the enrichment activities planned for the gifted student—all these can be used with students in the so-called normal population. They, too, have individual needs and varying abilities. So, yes, you are doing additional work, but it's probably not just for a few students. It will probably enrich your classroom for all students.

Individualized planning is now a legal requirement for handicapped students. The term *handicapped* refers to individuals who have physical or mental limitations that affect their participation in school. According to recent legislation (P.L. 94-142), elementary and secondary teachers must be involved in developing and writing individualized plans for all their handicapped students.

Each of these individualized plans outlines an Individualized Education Program (IEP). The IEP is a handicapped student's total educational program, and it includes academic and vocational preparation as well as necessary supportive services such as tutoring. If you are or will be teaching in a secondary program you will be called upon to contribute to the planning of the IEPs for handicapped students in your classes. The IEP, therefore, is an important part of your instructional planning.

Students with other exceptional needs can also benefit from individualized planning, although it is not a legal requirement as in the case of the handicapped. Students who are gifted, economically disadvantaged, members of a racial/ethnic minority group, or enrolled

in programs nontraditional for their sex; adults needing retraining; students with limited English proficiency; and handicapped students at the postsecondary level all have exceptional needs. To help these students succeed in vocational-technical education, written plans geared to their particular goals and needs are recommended.

For the purposes of this module, we are calling this type of written plan an *individual training plan* (ITP).

The ITP, like the IEP, should provide guidelines for a student's educational program, in this case the vocational-technical program. The ITP can provide you with valuable assistance in making your program effective for all students with exceptional needs.

We will discuss the ITP first because, as a vocational teacher, you have more direct responsibility for its development and implementation than for the IEP.

The Individual Training Plan (ITP)

The ITP developed for a student with exceptional needs can be compared to the prescription that a doctor gives a patient. Before prescribing an appropriate treatment program, the doctor must (1) be familiar with the patient's medical history, symptoms, health habits, and allergies and (2) decide what agents are causing the illness.

In a similar manner, an ITP must be developed on the basis of a thorough understanding of the precise instructional needs, learning style, strengths, and limitations of the student. The ITP is really a type of prescription—one that specifies the instructional goals and objectives for the student and the additional modifications needed in the program based on his/her learning needs.

In our medical analogy, the doctor would carefully monitor the patient after the treatment program had begun and adjust it according to the patient's progress. Likewise, you must continually monitor the student's progress and make appropriate changes in the plan as required by the student's growth and development.

The development of an ITP includes the following sequential steps:

1. Gather and interpret basic information about the student.
2. Reconsider program goals and objectives and occupational analyses in light of the student's characteristics, interests, and career goals.
3. Prepare a tentative plan, with the assistance of others who can give relevant information and direction.
4. Conduct a planning meeting to review and revise the tentative plan and to agree upon a final ITP.

Step One

Step one—gathering and interpreting basic information about the student—enables you to become familiar with the characteristics, interests, and needs of the student for whom you are planning. By reviewing existing records and contacting the student, the student's significant others, previous teachers, and other specialists who have knowledge of the student, you can gather the following kinds of information about the student:

- **Academic ability**—For example, reading/math proficiency, scores on standardized tests, learning styles, learning deficiencies, courses taken, and grades received
- **Vocational aptitudes and interests**—For example, previous employment, results of vocational interest inventories, and related hobbies
- **Physical capabilities**—For example, manipulative skills and dexterity, and physical/health limitations
- **Life skills**—For example, money management, hygiene/grooming, social awareness, maturity, cultural awareness, safety habits, and communication skills

As you collect information about the student, you may find it helpful to record the information on a sheet like the one illustrated in sample 1. The Student Data Sheet shown here provides a convenient way to summarize and organize information so that it will be useful to you as you develop the ITP. In addition, having a form that lists all key areas helps ensure that you gather all key information.

This is **not** a questionnaire. It should not be handed out to students, specialists, or teachers to be completed. It is a **confidential** working document for your use alone. Such forms should be kept filed, preferably in a locked cabinet, to ensure their confidentiality.

The information about the exceptional student is organized on the Student Data Sheet into eight major categories for convenience in planning:

- Biographical information
- Home conditions
- Health information
- Other [information]
- Academic information
- Attendance information
- Vocational information
- Special services

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SAMPLE 1

STUDENT DATA SHEET

Student's Name _____ School District _____

Vocational Studies Area _____ Date _____

BIOGRAPHICAL INFORMATION

Address _____ Telephone _____

Grade _____ Date of Birth _____ Height _____ Weight _____

Male ____ Female ____ Spouse's Name _____ Occupation _____

Father's Name _____ Mother's Name _____

Father's Occupation _____

Mother's Occupation _____

HOME CONDITIONS (e.g., siblings, children, others in household, economic factors, language spoken in home):

_____

_____

HEALTH INFORMATION (e.g., immunization, special problems, allergies, physical/sensory impairment, self-care and coping skills):

_____

_____

Physical Specialist's Name _____

OTHER (e.g., character traits, personality traits, social behavior):

_____

_____

ACADEMIC INFORMATION (e.g., tests taken, math scores, reading scores, learning styles):

_____

_____

_____

ATTENDANCE INFORMATION

	Year:	Grade:	Year:	Grade:
	1st Semester	2nd Semester	1st Semester	2nd Semester
Absences:				
Tardies:				

Remarks: _____

_____

VOCATIONAL INFORMATION (e.g., employment history, vocational interests, hobbies, special interests, special vocational talents, skills, work preference, work habits/attitudes):

_____

_____

_____

_____

_____

_____

Remarks: _____

_____

_____

_____

SPECIAL SERVICES: _____

_____

_____

_____

_____

Let's take a closer look at the Student Data Sheet. The sections on **biographical information** and **home conditions** can provide a great deal of information that could be useful in planning. Information about the parents' occupations, the economic status of the family, and their sources of economic support, for example, might tell you that a student is economically disadvantaged and will need some economic assistance in order to stay in school and in the program. In this case, you might decide to place the student in a cooperative vocational education program so that the student can earn money while in training. The information on economic need thus becomes an important concern in your individualized planning.

If the language spoken in the student's household is other than English, this might indicate another special need: limited English proficiency. A student with limited English proficiency might require various special services to assist him/her in your class. For example, a bilingual aide, bilingual texts or instruction sheets, and tutoring in English might be required for this student and should become a part of his/her ITP.

The health, physical capabilities, and personal characteristics of the exceptional student will have a lot to do with the student's ability to succeed in vocational training and in the world of work. Thus, you must know if a student has any physical disabilities; has specific health problems; or lacks interpersonal skills, self-care skills, life-coping skills, and so on—special needs that may affect his/her vocational performance—so that the ITP can take these into account. This type of information would be included in the **health information** and **other** sections of the data sheet.

The **academic information** is vital in determining the student's potential to learn in your program. It is also useful in identifying areas that need to be strengthened, as well as areas of strength that may add to the student's occupational capacity. Identification of the student's strengths and limitations is important to individualized planning. For example, if you find that a mentally retarded student has poor math skills, which may prevent him/her from developing the necessary vocational skills, the ITP should provide for the extra help needed in math.

The **vocational information** about the student is also important in planning his/her ITP. The student's employment history, for instance, may reveal that he/she has some skills or capacities that will affect the amount of training needed. This may be particularly true with adult students who are returning to vocational-technical programs for retraining. If such a student chooses an area related to his/her prior occupation (i.e., one that requires some of the same basic skills), the student's ITP should contain goals, objectives, and course content that reflect the student's previously acquired knowledge and experience. In this way, repetition and boredom can be avoided, and you can work with this adult learner to build on the skills and abilities that he/she has already developed.

The student's vocational interests, abilities, hobbies, and work preferences can reveal a lot about his/her actual interest in and aptitude for the vocational program. Beyond that, they can tell you something about the student's eventual chances of being satisfied in the employment area for which he/she is preparing. Since the ITP is based on the student's selected career goal, it is essential that you have as much evidence as possible that it is the right goal. It is better for a student to reconsider his or her chosen career goal early in the program than at the end.

Each relevant piece of information on the Student Data Sheet can be translated into instructional modifications, special assistance, or educational services designed to enable the exceptional student to succeed in the vocational-technical program. These can be summarized in the **special services** section of the data sheet.

Step Two

Step two—reconsidering program goals and objectives and occupational analyses in light of the student's characteristics, interests, and career goals—is the point at which you determine what program modifications may be needed to make the student's program effective. In many cases, the required changes will be obvious to you based upon the student's capacities and limitations and on the requirements of the vocational-technical program.

Sample 2 shows brief excerpts from eight occupational analyses. Now, assume that you have a student who is blind. Which tasks listed in sample 2 could present a problem to a blind student because they normally require the use of sight? One example might be on the carpenter analysis, Task 2: "Study blueprints, sketches, or building plans. . ." In the food service worker analysis, Task 1 may require visual inspection to determine the "doneness" of the fried food.

Look at sample 2 again to see which tasks could present difficulties for students enrolled in programs nontraditional for their sex. For example, a female student who has had little or no experience in working with tools might have some difficulty with Auto Body Repair, Task 2; or Carpenter, Task 1; or Auto Mechanic, Tasks 1–5.

A student with limited English proficiency might have difficulty with tasks involving communication skills. For example, in the dental assistant analysis, Task 2 requires that the student put the patient at ease through reassuring conversation. This may be difficult for a person who does not have an adequate command of the language.

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SAMPLE 2

EXCERPTS FROM VARIOUS OCCUPATIONAL ANALYSES

Wholesale Florist

1. Keep current inventory of plants and supplies for sale
2. Make out bus tickets, labels, and invoices for shipping
3. Check storage temperature of refrigeration units
4. Identify horticultural plants

Carpenter

1. Shape materials to prescribed measurements using saws, chisels, and planes
2. Study blueprints, sketches, or building plans for information on required materials and dimensions of structure to be fabricated
3. Verify trueness of structure with plumb bob and carpenter's level

Dental Assistant

1. Record dental treatment rendered
2. Aid dentist in patient management by contributing to patient comfort and placing patient at ease through reassuring conversation and actions
3. Keep oral operating area clear during dental procedures by the use of suction devices, water sprays, cotton rolls, and holders, and by retraction of cheek and tongue
4. Arrange dental instruments, materials, and medications and hand them to dentist as required

Food Service Worker

1. Deep-fat fry prepared foods
2. Make salads
3. Grill meats and sandwiches on counter grill
4. Make shakes and sundaes using portion control and proper syrups
5. Serve appropriate food portions on plates for customers

Auto Body Repair

1. Prepare vehicle body for painting; clean surface and mask windows and other areas
2. Straighten typical damage on sheet metal using a drill, a pull-out tool, a hammer, and a body dolly
3. Sand metal surface using hand and electric sanders
4. Use polisher to create a smooth surface

Auto Mechanic

1. Replace head lamps, brake lights, and signal lights using a Phillips screwdriver
2. Replace the air filter using an open wrench or pliers
3. Replace spark plugs using a spark plug wrench
4. Replace a tire using a cross wrench and a jack
5. Replace a contact point using a contact point special wrench set and a screwdriver and following step-by-step procedures

Child-Care Worker

1. Help children to feed themselves
2. Guide children in dressing themselves
3. Direct children in organized play by teaching them how to play games, motivating their participation in the group, acting as a referee, and so on
4. Prepare meals and snacks for young children
5. Supervise young children during outdoor activities (e.g., playground, field trips, walks)

Merchandising

1. Check and order merchandise
2. Arrange sales displays
3. Demonstrate merchandise to customers
4. Correct errors made on the register

Are there tasks listed in sample 2 that might present a challenge to a student who is economically disadvantaged? Task 4 on the child-care worker analysis—preparing snacks and meals for children—might pose a problem if the student is unfamiliar with good nutrition—if he or she has a starchy diet and poor eating habits.

Which tasks might present difficulties for a mentally retarded student? Some of the tasks involve judgment and reading and writing skills that could be difficult for a mentally retarded student.

For example, in the merchandising analysis, Task 1 involves checking the merchandise to determine whether there is a need to reorder. This is largely a matter of judgment. It will depend upon the customer demand for the item, as well as the quantity of the item on hand. Ordering the merchandise will involve reading and writing skills as well. The level of difficulty of these skills will need to be assessed before planning the student's program.

Are there tasks listed in sample 2 that would require some adjustments for a student who is a member of a racial or ethnic minority group? A Vietnamese student, for example, might have difficulty with Task 2 in the food service worker analysis. This student might not be familiar with the kinds of vegetables commonly used in making salads.

A displaced homemaker who is returning to the work force may also have some adjustment problems. Some tasks may be new and unfamiliar. However, the adult student may well have acquired competency in some vocational skills through past experience—e.g., child-care worker skills. It is thus important to assess the student's **strengths** and **weaknesses** in relation to the skills that you will be teaching in your program.

The tasks in occupational analyses should be reconsidered for gifted students as well. The fact that a student is intellectually gifted does not necessarily mean that he/she has been exposed to basic concepts and skills in the vocational area. You need to assess the student's prior experience and skill level to determine whether he/she is adequately prepared for what you will be teaching.

At the other end of the spectrum, the same gifted student might be able to master tasks more quickly than the other students. Thus, he/she might need to have other skills or more advanced techniques added to enhance his/her vocational program. For example, in the merchandising area, the student might be asked to write advertising copy about the merchandise for a sales brochure or magazine ad, in addition to learning the other skills that you plan to teach.

Once you have identified these potential problem areas, you might consider modifying the following aspects of your program:

- Skills
- Instructional sequence
- Scheduling
- Learning activities and teaching methods
- Materials, tools, and work stations
- Class management procedures
- Assessment procedures

Skills. The student's exceptional needs might dictate the omission or addition of some skills in the training program. For instance, a mentally retarded student in a secretarial program might not be capable of learning bookkeeping skills, but he or she could be trained to type, file, and answer the phone. Thus, for this student, **omission of skills** is required. You would plan to omit the program objectives relating to bookkeeping skills and to concentrate this student's program objectives on typing, filing, and receptionist skills.

Another student may require the **addition of skills** to the vocational curriculum. For example, an adult student requiring retraining may want to start his/her own business. For that reason, business management skills might be added to this student's ITP.

Instructional sequence. The normal sequence in which material is presented to your students may need to be modified in your plans for students with exceptional needs. For example, you may normally teach skills in chronological order ("first you . . . then you. . ."). However, for some exceptional students, it might be necessary to start with the simplest or most familiar skills. In other words, for these students you would plan to proceed from the simple to the complex or from the known to the unknown.

Another concern in planning the instructional sequence is that many exceptional students have a history of failure. To motivate these students, the best sequence may be one that starts with something at which they can succeed (e.g., a simple manipulative skill). This is equally true in working with retrainees, who may have a fear of failure because they haven't been in school for a long time. Starting with activities that draw on their past experiences allows them to start by succeeding and, thus, to build their self-esteem.

With a class of students with varying needs, how can you present skills in a sequence appropriate for all students? You can first identify, through the planning process, which sequence is best for each student. Then, by reviewing these plans, you can select a combination of techniques and supplementary activities designed to reach a wide cross section of needs. Another way to present instruction flexibly is to develop and use self-contained learning packages (modules or learning guides) that can be selected and sequenced according to students' needs.

Scheduling. You may also need to plan scheduling adjustments in order to provide adequate time for students to master program material and to take advantage of supplementary services during the school day. Additional time for practice and remedial exercises is critical for some exceptional students.

For example, a mentally retarded student enrolled in merchandising may need a good deal of practice time on the cash register. A student with limited English proficiency may need extra time for practice drills to learn technical vocabulary. All these scheduling needs should be considered in planning ITPs with your exceptional students.

In some schools, especially at the postsecondary level, scheduling flexibility is accomplished by use of an open-entry/open-exit system. This means that students can enroll in and leave the program at any time, according to their needs. For example, an adult auto mechanic who desires additional skill in repairing electrical systems could enter your automotive mechanics program when he or she is ready and exit when he or she feels that the original objectives have been achieved. Thus, you must develop individualized plans that allow for this kind of flexible scheduling.

Learning activities and teaching methods. There are a host of methods and learning activities—such as demonstrations, field trips, lab work, simulations, films, and games—that are normally used in the classroom to provide effective and varied instruction. In planning to meet the exceptional needs of your students, you may need to plan alternative or supplemental techniques and methods to assist these students in meeting the objectives.

For example, a mentally retarded student may need reinforcement of the concepts presented in class. You might plan to use programmed materials for this purpose. To supplement instruction for a deaf student, you may need to provide him or her with printed scripts of the slide/tape presentations that the class will be viewing. A visually impaired student enrolled in auto mechanics may profit from listening to tapes detailing the procedures of spark plug replacement and from being "shown" the locations of the spark plugs by touch as well as by sight.

Of course, all students benefit from opportunities to learn vocational skills through a multimedia approach in which various activities and sensory modes are used to teach them. However, for exceptional students, a multimedia approach is essential and should be considered in each exceptional student's ITP.

Materials, tools, equipment, work stations. Students with exceptional needs sometimes require modified materials, tools, equipment, and work stations for

optimum learning to occur. When needed, these should be specified in the ITP. Any modifications should be relatively minor and simple, because students should learn how to function in a vocational lab that closely mirrors the real world of work.

An example of a simple modification is lowering a work table for a student in a wheelchair. A typewriter might be modified for a deaf student by simply installing a signal light to indicate that the bell has sounded. These modifications do not require a great deal of planning.

You might put more planning effort into obtaining modified materials, such as bilingual texts, large-print books, or programmed instructional materials. At times, you might even need to modify the materials yourself in order to meet a student's needs. Once again, you can enlist the aid of others in your planning effort. A curriculum specialist or special education teacher, for example, might be able to locate materials for you that you may not be aware of.

Class management procedures. The exceptional needs of students will also affect the way you organize your class or laboratory and must be considered in your planning. Using a variety of groupings (individual, small group, large group) is often an effective way to organize the classroom or laboratory for these students.

For example, in the auto mechanics laboratory, you might plan a large-group presentation on brake repair, followed by activities in which students work individually, in pairs, or in small groups, according to their needs. In this way, some of the slower students can be placed with more advanced students. This gives them the opportunity to learn from their peers as well as from lectures and demonstrations. Allowing students to work independently or in pairs can provide a stimulus to gifted students and also allow time for remedial work for slower students. If these activities are well structured, you will have time to circulate and provide assistance to students who require more help.

Assessment procedures. When you are planning to assess the progress of your exceptional students, you may find it necessary to alter some of your assessment methods. Tests that are based on class averages are usually not appropriate for these students, as their progress rates may differ from that of their peers. In other words, a unit test administered to all students to measure group progress at the end of two weeks would not be suitable for a class in which students are working at different speeds toward individual goals.

However, the use of performance tests—testing devices that are based upon the skill or competency that the student is to master—can enable you to map out each individual student's progress in learning specific vocational skills. When you check a student's proficiency in the use of a cash register, you assess the student's present level of performance against a detailed list of performance criteria. If you identify areas of weakness, you can then work toward bringing the student's performance up to acceptable employment standards. The emphasis is on helping the student succeed in mastering each skill before he/she moves on to the next skill.

Step Three

Step three—preparing a tentative plan, with the assistance of others who can provide relevant information and direction—involves outlining the goals, instructional objectives, and special assistance and services for each exceptional student, based on the information gathered in the first two steps. This tentative plan can then serve as a basis for discussion during your planning meeting with the student (and possibly others) in step four.

You can use a format for your plan such as the one shown in sample 3. The ITP shown there presents, on one convenient sheet, the student's long-range goal, short-range goals, and the special modifications and services to be provided in the student's vocational-technical program.

The **long-range goal** should be a statement of what the student hopes to achieve as a result of his/her participation in training—i.e., the attainment of specific occupational skills leading to employment in the student's chosen vocational field. A long-range goal for a student enrolled in food services might be to gain the entry-level skills necessary to get a job as a short-order cook. An exceptional student's long-range goal might differ from the long-range goals of most of the other students because of his/her special needs and interests. For example, a gifted student might have enrolled in a welding class not to become a welder, but to pursue the long-range goal of becoming a metal sculptor.

The **short-range goals** to be listed on the ITP form correspond to instructional objectives. They should enable the student to reach his/her long-range goal. The short-range goals specify skills/competencies to be learned in the program. For example, if a student's long-range goal is to prepare for a clerk-typist position, a short-range goal might be to type at 40 WPM with a maximum of five errors.

Under each short-range goal on the form, space is provided for describing any **special assistance** the student will need in order to reach the short-range goal. One example of special assistance would be installing a signal light on the typewriter to help a deaf student learn to type 40 WPM.

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SAMPLE 3

INDIVIDUAL TRAINING PLAN

Student's Name _____ Date _____

Brief description of student's special needs: _____

_____

_____

Long-range goal: _____

Short-range goals:

1. _____

Special assistance needed:

_____

_____

_____

2. _____

Special assistance needed:

_____

_____

_____

3. _____

Special assistance needed:

_____

_____

_____

Other special assistance:

_____

_____

_____

_____

Special modifications or services to be provided:

1. _____ Estimated dates _____
2. _____ Estimated dates _____
3. _____ Estimated dates _____
4. _____ Estimated dates _____

Student's signature: _____

Teacher's signature: _____

Some guidelines for planning short-range goals for your exceptional students are as follows:

- **Design short-range goals in relation to the student's long-range goal**—For example, a student whose long-range goal is to become an auto body **helper** may not be required to perform tasks on the job that involve straightening the frame and repairing under-body damage. The short-range goals for this student's ITP may involve simpler operations, such as preparing the vehicle body for painting and sanding the metal surface.
- **Take into account the student's past experience in the vocational area and/or related experience and skills that the student has already acquired**—For example, an adult learner who has raised his or her own children may require little or no training in some of the basic tasks of the child-care worker. When planning this student's ITP, you would probably omit such basic skills as preparing meals or helping children to dress themselves. Instead, you might include the short-range goal of teaching folk dances, stories, and games to children.
- **Include short-range goals relating to the student's need to build skills in his/her weak areas**—For example, you may wish to plan special assistance for a student with limited English proficiency who is enrolled in distributive education. One of the student's short-range goals might be to improve his/her conversational abilities through practice sessions involving sales transactions with customers.
- **Provide for enriching experiences that will build on the student's talents and interests and improve his/her vocational potential**—For example, consider a gifted student in auto mechanics who has a great deal of mechanical aptitude. One short-range goal that might be appropriate for this student would be to have him/her build a gas engine and demonstrate its construction and operation to the class. This project would have the double benefit of providing an enriching learning opportunity for the student and motivating and instructing the student's classmates as well.

At the bottom of the ITP form, there are spaces for indicating **special modifications or services** to be provided to the student and the dates of provision. Services (e.g., counseling, speech therapy, tutoring, and special transportation) and modifications needed (e.g., modified tools) should be included here.

There are also spaces provided for you and the student to sign the form. By signing the form after meeting and agreeing upon the ITP, you and the student are agreeing or "contracting" to work together toward the accomplishment of the specified goals.

In planning a tentative ITP, keep in mind that you do not have to meet all of a student's special needs by yourself. The assistance of others in planning and executing the ITP is helpful and, at times, essential to the student's success in your program. Remember, the planning process is most likely to be successful when the involvement and assistance of others is solicited and incorporated into the ITP.

The following are some of the individuals who can assist you in planning the ITP:

- Vocational counselor
- Curriculum specialist
- Remedial instructor
- Bilingual instructor
- Psychologist
- Social worker
- Student's spouse
- Parents/guardians
- Vocational department head
- Special educator
- Speech therapist
- School nurse
- Rehabilitation counselor
- Specialist with the gifted and talented
- Vocational evaluator

These individuals can help by providing important information about the student, advising you and the student on appropriate goals and objectives, linking the student with services in the school and community, and providing direct assistance to the student.

For example, if you determine that a student is reading at the third-grade level, he/she will probably need special assistance to meet some of the short-range goals. By checking with a remedial reading teacher, you may find that this person can help the student directly by working with him/her an hour a week. This person might also be able to help you by (1) identifying suitable texts and materials or (2) helping you to modify existing materials or to develop vocabulary lists for the student. Planning for this type of assistance can then be entered on the student's ITP.

Informal contacts with school staff and others who have expertise in dealing with exceptional students may also prove to be valuable. For instance, other instructors in your department may be able to suggest learning activities, materials, and media that you can use successfully to meet the exceptional needs of your students.

In addition, persons who provide direct assistance to your students, such as the speech therapist, might suggest goals or activities that should be incorporated into the student's ITP. The special services that they provide should be noted in the plan so that the plan reflects the student's total program of services.

Step Four

Step four—conducting the planning meeting to review and revise the tentative plan and to agree upon a final ITP—takes place once you have completed the third step and have gained a good initial idea of how best to meet the student's needs in your program. The first three steps provide the framework for the discussion that you will have with the student during the planning meeting.

At a minimum, the persons involved in the planning meeting should include you and the exceptional student. Involving the student encourages him/her to participate actively in planning his/her own vocational program. It also allows the student to alert you to his/her needs.

Sometimes it is also desirable to include one or more others who can directly facilitate the planning process. For example, for students at the secondary level, it is often a good idea to include one or both parents or a guardian, whose insights can be valuable in the planning of the student's ITP. In addition, parents tend to be more supportive of the program for their son or daughter when they have helped to plan it.

For any student who needs remedial assistance built into the program, it would also make sense to include a remedial or special education teacher in the planning meeting. This teacher will be able to assist you in explaining to the student what remedial instruction is needed and how it can be provided.

However, not all the individuals that you consult during the first three steps should be included in the actual meeting with the student. The presence of too many "experts" can overpower and intimidate the student.

Conducting the planning meeting. First, you should explain the purpose of the meeting to all parties and clarify any questions they may have about their roles in planning the ITP. You should also make sure that the student is made to feel comfortable. In order to establish rapport with your student, you may wish to begin the discussion by talking with the student about his or her interests and background. As you are chatting, a good question to ask is, "Why did you enroll in this course or program?" Exploring the student's reasons for enrollment may help you learn about his/her interests and what is important and motivating to the student.

The next step is to review the tentative plan together. You may want to start by reviewing your summary statement about the student's exceptional needs. If there are gaps in your information about the student that are relevant to completing the ITP, this is a good opportunity to ask the student to fill you in. The information supplied by the student should be used only for the purpose of improving the student's program. You should be sure that everyone in the planning meeting understands this.

Agreeing on a long-range goal. The next phase of the planning meeting involves reviewing the tentative long-range goal with your student to make sure that it is appropriate and feasible. To be **appropriate,** the long-range goal must reflect the student's career choice. However, you may find that some of your exceptional students have not yet made a career choice or are uncertain about their future career plans.

For example, some students may have enrolled in your program in order to explore the vocational area to see if they really like it. There may be other students (especially those who are economically disadvantaged) who have enrolled in order to gain entry-level skills so that they can get a job as soon as possible. Some of these students are likely to become dropouts unless they discover an important reason to remain in training and have financial assistance that will enable them to do so.

There may be other students who have goals that differ from specified program goals. Recall the previous example of the gifted student who enrolled in welding because he/she needed those skills to become a metal sculptor. As you review the long-range goal with the student, you need to keep such considerations in mind.

The **feasibility** of the long-range goal must be discussed as well. For example, suppose that you have a student, confined to a wheelchair, who wants to become a nurse. This student will have some very real limitations in his/her ability to perform some of the duties involved in patient care. These limitations must be made clear to the student and must be carefully considered as you review and finalize the student's long-range goal.

Ideally, when a student enrolls in your program, he/she will have already received some career counseling and will already be reasonably satisfied with his/her career goal. If this is the case, you will need to spend only a few minutes discussing the long-range goal to ensure that it accurately reflects the student's views and that it is, in your judgment, an appropriate and feasible goal.

If, however, the student has somehow gotten this far without having carefully set a career goal, you will need to provide some extra help at this point. The following strategies can help you assist students in clarifying their long-range goals:

- **Talk with students about occupational requirements and vocational opportunities available through training**—Give them career information in your vocational area that relates to their special needs. Help them make realistic adjustments in their career choices in view of their strengths and limitations.

  For example, you might have a disadvantaged student who has a very humble career goal, but who has strong organizational talents and the potential to rise to the managerial level of an organization. You should help this student to set his/her sights on a more appropriate career goal by providing information on the management possibilities available in your vocational area.

  The wheelchair-bound student who wants to become a nurse might have to reconsider his/her career goal because of physical limitations. The student might choose instead to go into another aspect of health services in which direct patient care is not required. Discussing the feasibility of this career choice with the student is important. The student's energies should be directed along realistic paths if he/she is to remain motivated and satisfied.

- **Help students think about exploring a variety of occupational possibilities within the vocational training area**—This will help them avoid narrowing their career focus before they have had a chance to discover their real preferences. It will also encourage them to try different types of operations and tasks in the vocational area.

  For example, a female enrolled in auto mechanics should be encouraged to explore all the various aspects of the program before she determines what specialty area she wishes to pursue. After she has overhauled brakes, done tune-ups, and performed other operations, for example, she might decide to become a transmission repair specialist.

- **Help students realize that changes in their career plans may become desirable or necessary in the future**—Avoid "locking them into" one career goal. For instance, assume that you have a student who is a displaced homemaker with the career goal of becoming an account clerk. To enable the student to keep her options open and have greater flexibility in the job market, you should discuss the other job options in the business-office area and be sure the student knows which of the skills are transferable.

Helping an exceptional student to settle on a long-range goal that is both appropriate and feasible will require sensitivity and understanding on your part. However, the time spent in discussing and planning the long-range goal will be well worthwhile in terms of the student's satisfaction and success in your program.

Agreeing on short-range goals. After you and the student have agreed on the long-range goal for the ITP, the short-range goals should be easily settled. As you review your tentative short-range goals with the student, make sure that they all contribute to the achievement of the long-range goal and that they are feasible in terms of the student's abilities.

For example, suppose that you have a student with limited English proficiency whose long-range goal is to prepare for the occupation of dental assistant. One of the short-range goals specified in your tentative plan is for the student to learn how to keep records of the dental treatments administered to patients. In reviewing this short-range goal with the student, you would need to discuss whether the record-keeping task will present any difficulties for the student in terms of reading and writing English.

This short-range goal may be feasible only if the student is given the proper type of support service. It may thus be necessary to plan some special assistance to help this student improve his/her reading and writing so that he/she can reach the goal. On the ITP form you might indicate, for example, that the student will need three weekly sessions in the resource room with a remedial reading teacher or English-as-a-Second-Language (ESL) instructor to work on reading and writing skills.

In talking with this student, you would need to be careful to bring out (1) the need for mastering these reading and writing skills in order to accomplish the task and (2) the importance of the task itself in terms of the entry-level employment requirements for the job of dental assistant. Knowing the **importance** of mastering reading/writing skills **in relation to employment** should motivate the student to work hard in improving his/her language proficiency.

In some cases, short-range goals that are not entirely feasible may need to be revised in light of the student's needs. For example, assume that a student has poor reading skills and one of the short-range goals on his/her ITP is checking and ordering merchandise. You might need to modify that goal so that there is less emphasis on reading. The new short-range goal might involve learning to check the merchandise in stock and determine the need to reorder. The student might also need to be tutored in reading the labels on stock items in order to accomplish this new goal successfully.

Identifying additional special modifications, assistance, or services. Once you and your student have set the appropriate long- and short-range goals, you will need to agree on what special services or modifications are necessary. As you review together the services and modifications outlined in the tentative plan, you will want to discuss them with the student and verify his/her need for them. It is important for the student and all others present at the planning meeting to understand why these modifications and services are included in the ITP. They should be fully aware of the student's responsibility for making use of them.

Suppose, for example, that a student's ITP specifies a need for speech therapy. The student must understand that he/she must faithfully work hard in the therapy sessions so that he/she can reach the goals that have been agreed upon for the vocational training program.

Completing the ITP. The goal of the planning meeting is for you and your student to agree on an ITP that will meet the student's needs for instruction in your vocational program. During the meeting, the tentative ITP you prepared should be revised and refined based on the discussion. When both of you are satisfied with it, you and the student should sign it to show that you are making a "contract." This means that the ITP will become an outline for the student's vocational program. It means that you agree to work together to meet the goals specified in it. You should encourage the student to feel free to discuss any part of the ITP with you at any future time as he/she progresses through the program.

The ITP provides a vehicle for meeting the student's exceptional needs in the context of the vocational-technical program. But the ITP will be subject to future revisions as the student learns and grows in the program. You will be assessing the student's progress toward the specified goals and providing feedback to the student at specific intervals. The scheduling of feedback sessions can be outlined in the planning meeting if it seems advisable. Based on the outcomes of these feedback sessions, you and the student might decide that it is necessary to revise the original ITP.

Changes in the ITP are to be expected, because the exceptional student's needs will not remain static over time but are likely to change as the student continues in the program. The ITP should be considered a **flexible** outline of the goals and services that will help your exceptional student realize his/her full vocational potential.

The Individualized Education Program (IEP) for Handicapped Students

It is now mandated by Public Law 94-142 that each handicapped student at the secondary level be provided with an Individualized Education Program (IEP). The term *handicapped* is defined in the law as a mental or physical impairment that requires the modification of the vocational program or the provision of additional supportive services to enable the student to succeed.

Like the ITP, the IEP is a written document that contains a description of the educational services and special assistance that are to be provided to the handicapped student so that he/she can receive an appropriate education. According to law, the IEP must contain the following elements:

- Description of the student's present levels of performance
- Description of the annual goals of the student's instructional program, including the short-term instructional objectives
- Description of the specific educational services to be provided to the student and the extent to which the student will participate in regular classes
- Projected dates for initiation and completion of educational services
- Objective criteria, evaluation procedures, and schedules that will be used to determine whether instructional objectives are being achieved

Roles and Responsibilities

A wide variety of persons must be involved in developing and implementing the IEP. Who these people are and what roles and responsibilities they must fulfill are briefly described in the following paragraphs.

Initiation. The special education teacher is designated as the person responsible for a handicapped student's IEP. Generally, you will be contacted by a special education teacher when entry into your program is being considered for a handicapped student. At times, students themselves will let you know of their interest in your program.

Development. Developing an IEP is a team effort. Four parties are required by law to be present in IEP meetings: (1) parents or guardians, (2) the special education teacher, (3) the special education administrator or supervisor, and (4) the student. Their presence is required at **any** meeting in which the IEP is either planned or revised.

The **parent or guardian** must be present to represent the interests of the student and to ensure that the most appropriate and beneficial educational placement and services are provided. The **special education teacher** usually has primary responsibility for chairing the IEP meetings and, later, for making sure that the educational services outlined in the IEP are provided. The **special education administrator** is responsible for supervising the planning process to ensure that the student's needs are fully met in the plan and that all the necessary resources in the local school district are employed.

The **student** should be present so that he/she has a responsible role in planning his/her own educational program. There are a few cases, however, in which the severity of the handicapping condition would prohibit the student's active participation in planning. For example, a student with speech and hearing impairments might be nervous in such a setting and, therefore, reluctant to communicate. This student might require an advocate such as a parent to communicate for him/her.

Other **specialists** can also contribute to the development of a handicapped student's IEP, depending on the student's handicap. And you, the **vocational teacher,** should be present in the IEP meeting if the student will be participating in your program.

Your participation in the IEP meeting will help the team obtain information relevant to the appropriateness and adequacy of the vocational program being planned for the student. Your involvement in planning at this stage will save time and effort later.

As a part of the IEP team, you will gain knowledge of the other educational services that will be provided to the student by school personnel. Moreover, the exchange of information and ideas that takes place between you and the other staff members could well increase your later effectiveness in working with the student.

In the same way that you participate in planning the long-range career goal for an exceptional student's ITP, you can help the IEP team set a realistic career goal for a handicapped student. This goal needs to take into account the student's present levels of performance and the nature of any handicap-related limitations.

As the vocational teacher, you are the person best able to inform the team about the vocational program requirements, the skills and subject matter that you will be teaching, and potential difficulties that the handicapped student might have in the program. This information can help the student make an appropriate career choice and enable the team to make program placement decisions that are appropriate, given the student's career interests.

For example, in planning an IEP for a mentally retarded student with low math ability, you would need to point out the math requirements for meeting his/her career goals. This would allow the IEP team to develop plans to provide the student with math remediation or, if that is unrealistic, to consider other vocational program options.

An important consideration in program placement is the legal mandate that each handicapped student be placed in the educational program that represents the **least restrictive alternative.** This means that handicapped students should be educated with their nonhandicapped peers whenever possible, rather than isolated in special programs as was common practice in the past. However, when placement in the regular classroom would not be the most beneficial arrangement for the handicapped student, other placements can and should be considered by the IEP team.

It is important to note that handicapped students have frequently been screened out of vocational courses in the past because of fear that they would not be able to maintain the safety standards and might suffer accident or injury. This fear is unrealistic in most cases and can be alleviated by taking the proper precautions.

You should also assist the IEP team in tailoring the student's vocational program to his/her special needs. This includes such activities as the following:

- Identifying the goals and objectives of the vocational program
- Selecting goals and objectives for the student
- Setting up evaluation guidelines to measure the student's progress
- Designing instructional plans and materials
- Determining what special services are needed
- Identifying needed equipment and facility modifications

For example, the team might decide that a learning disabled student will require written materials with simplified vocabulary. The team would then have to specify whose responsibility it will be to provide this special service. Let us say that it is determined that the special education teacher can assist you in creating vocational vocabulary packages that will help this student in laboratory work. You would thus be working out cooperative arrangements for the student's program with the special education teacher and other involved persons.

As another example, the team might decide that a physically handicapped student enrolled in welding needs a flexible schedule to allow time for participation in physical therapy. This therapy would help the student develop greater manipulative strength, which would enable him/her to perform some of the welding tasks with greater ease and dexterity. You and the team—including the physical therapist—would need to work together to determine the skills and degree of dexterity required, related therapy, and a workable schedule.

Due process. If, during the development of the IEP, the handicapped student's parents or guardians do not accept certain decisions made concerning the student's program, they have the legal right to contest them. The provision for legal contest is called *due process.* Your role in this process would be to furnish evidence that the vocational program placement and educational services called for in the IEP are appropriate for the student.

Implementation. Once the IEP has been written by the team and approved by all involved parties, your task is to carry out the proposed plan with the assistance of the other IEP team members. Just as the development of the IEP is a team responsibility, implementation of the IEP also involves a team effort. You should always be able to obtain help in solving implementation problems by calling on appropriate members of the IEP team.

Your ongoing responsibilities in the implementation of the IEP consist of the following activities:

- Collecting data on the student's progress by assessing his/her attainment of goals and objectives
- Reporting progress information to the other team members
- Recommending necessary changes in the IEP

The guidelines for evaluating the student's progress should be part of the initial IEP; they provide the framework for your assessment activities.

Depending on the student's rate of growth and development, it will generally be necessary to modify the original IEP as the student progresses through the program. This is both necessary and desirable. Handicapped students are individuals. Their needs will change as they mature and adapt to the vocational environment.

As one example of this, consider a speech-impaired student enrolled in a clerical training program. This student may improve his/her speaking ability through speech therapy such that he/she no longer needs help in answering the phone. Since the student has reached that short-range goal, others may need to be added to the student's IEP. On the other hand, if the student fails to reach some short-range goals in the IEP, other revisions might be required. These changes in the student's IEP should be made in subsequent meetings of the IEP team, during which the student's progress is reviewed.

The IEP Form

An example of an IEP planning form is shown in sample 4. The planning form used in your school district may look somewhat different, but all written IEP plans must contain the same essential elements, as listed on p. 22.

To complete the IEP form in sample 4, the team would first need to list the **IEP manager's name.** The IEP manager is generally the special education teacher. Next, the student's **present levels of performance** must be described. The IEP form in sample 4 requires information about the student's present levels of performance in six categories: academic, speech/language, motor, social behavior, prevocational/vocational, and self-help. The results of assessments made by various parties (e.g., guidance counselor or assessment specialist) can be entered into the appropriate categories to form a profile of the student's abilities.

During the planning meeting, the IEP team discusses the student's needs as revealed in this profile. The **services to be provided** to meet these needs can then be noted in the right-hand column of the form.

The extent of the student's participation in regular education, the type of physical education program (regular or modified), the dates and duration of service, and the date for review and revision of the IEP also must be specified on this form when the IEP team plans the student's educational program.

A copy of the second page of the form must be filled out for **each instructional area** in which the student will be enrolled, whether vocational education, English, mathematics, or other. A handicapped student might be enrolled in several instructional areas, depending upon the total program that is planned to meet his/her educational needs. Thus, the student's IEP might contain several of these sheets.

The **implementer's name** listed should be that of the teacher who is responsible for helping the student achieve his/her goal in the instructional area. For the vocational area, it would very likely be your name, and the **instructional area** would be your program.

The **goal statement** should correspond to the long-range goal described previously relative to the ITP form. It should be a goal that can be accomplished by the handicapped student in a year's time. The **short-term instructional objectives,** which should be specified in the left-hand column, are comparable to the short-range goals described in relation to the ITP form. Each should contribute to the student's attainment of the long-range goal.

Beside each objective, the IEP team needs to specify the following information:

- Conditions under which the skill described in the objective will be performed
- Criteria for measuring the achievement of the objective
- Special media and materials that will be needed
- Evaluation methods to be used
- Scheduled times for assessing the student's progress in achieving the objective

The date on which an objective is actually mastered by the student is to be entered in the right-hand column at a later time.

The completed form will provide a convenient outline for you to use in helping the student meet the prescribed instructional objectives. As the student progresses through his/her program, you can monitor the student's performance levels according to (1) the specified evaluation methods and schedule and (2) the criteria and conditions that have been set for each objective by the IEP team.

SAMPLE 4

INDIVIDUALIZED EDUCATION PROGRAM

Student's Name: _____ Initial Planning Conference Date: _____

IEP Manager's Name: _____ Date for Review/Revision: _____

PRESENT LEVELS OF PERFORMANCE

SERVICES TO BE PROVIDED FOR CURRENT YEAR

Academic:	TYPE	INITIATION DATE	NO. WEEKS
Reading: _____			
Math: _____			
Speech/Language: _____			
_____			
_____			
_____			
Motor: _____			
_____			
Social Behavior: _____			
_____			
_____			
_____			
Prevocational/Vocational: _____			
_____			
_____			
_____			
Self-Help: _____			
_____			
_____			

Extent of Participation in Regular Education: _____

_____

Type of Physical Education Program: _____

_____

_____

SOURCE: Adapted from Colleen S. Blankenship, *Illinois Interim Resource Manual for Preparing Individualized Education Programs* (Springfield, IL: Illinois State Department of Education, 1977), pp. 37-40.

Student's Name: _____ Instructional Area: _____

Implementer's Name: _____ Goal statement: _____

SHORT-TERM INSTRUCTIONAL OBJECTIVES

Objective	Condition	Criteria	Special Media & Materials	Evaluation Schedule	Date Objective Mastered

Daily Planning

The ITP and IEP then provide structure for the instruction you provide on a daily basis to students with exceptional needs. In an individualized, competency-based education (CBE) program, you can use the ITP or IEP to determine which competencies each student should pursue in what order. Each student can then work at his/her own pace, using individualized materials and assistance to meet his/her planned short-range goals.[1]

If you are using a more conventional, group instructional approach, then you will need to select a wide range of instructional techniques and materials to support each lesson, so that you can meet the exceptional needs of your students. You may need to improve your verbal and nonverbal communication skills to ensure that students with exceptional needs can understand and grasp the lesson content. You may need to modify your assessment techniques in order to be sure that students' exceptional characteristics do not interfere with measuring their performance accurately.[2]

In short, regardless of the instructional mode being used, you must make an effort to translate the goals and objectives listed in the ITP and IEP into actual instruction within the classroom and laboratory. Unless these planning documents are used to modify instruction, they are merely useless sheets of paper. By planning instruction that delivers on the elements indicated in each IEP or ITP, you are most likely to meet the needs, interests, and abilities of your exceptional students and to help them meet their career goals.

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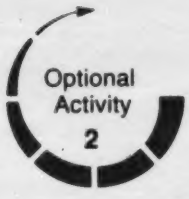
1. To gain skill in meeting students' exceptional needs through a CBE program, you may wish to refer to the modules in Category K: Implementing Competency-Based Education.

2. To gain skill in meeting students' exceptional needs through a more conventional, group instructional program, you may wish to refer to the other modules in Category L: Serving Students with Special/Exceptional Needs. Modules L-4, L-7, L-8, and L-9 would be particularly relevant.



For further information on your role in planning IEPs for handicapped students, you may wish to view the following slide/tape presentation: "Using Individualized Education Programs (IEPs) in Vocational Education." This slide/tape presentation shows an actual IEP planning meeting with a handicapped student and his father. The presentation is designed to give the vocational teacher an overview of the entire IEP planning process and a familiarity with the concepts involved in working with handicapped students. You may also wish to read the accompanying handbook: Phelps and Batchelor, *Individualized Education Programs (IEPs): A Handbook for Educators.*

Activity 3

The following case studies describe how two vocational teachers participated in individualized planning sessions with exceptional students. Read each of the case studies and **critique in writing** the performance of the teacher described.

CASE STUDIES

Case Study 1: The ITP

Frank Antonelli is a Vietnam veteran who has a spinal cord injury. His injury has left him paralyzed from the waist down, confined to a wheelchair, with loss of bowel and bladder control. Frank was released nine months ago from a veterans' hospital in the hope that he could resume a productive life. He has chosen to enroll in a dental technician program at Lorain Community College.

Before he was injured, Frank's career goal was to become a dentist. He had been accepted in a pre-dental course at a major university based upon his outstanding performance in high school. He had excelled in physics, math, and chemistry, and had done well in sports and music as well. He had been engaged to his high school sweetheart before he was drafted and had hoped to get married after college.

These plans all changed drastically when Frank was drafted. The relationship broke up one month before Frank sustained his injury in Vietnam, and the breakup seemed to have adversely affected his self-confidence. Frank had always been a sensitive person and, after losing his girl friend and becoming severely disabled, he became prone to extreme mood changes and extended periods of depression. Normally soft-spoken and even-tempered, he would shout and throw objects around in frustration and despair. These mood swings, coupled with his withdrawal periods, made interaction with him extremely trying—even for his parents, with whom he has been living since leaving the V.A. hospital.

Jim Watkins, the vocational instructor in charge of the dental technician program at Lorain Community College, was quite concerned when he discovered that Frank Antonelli was to be one of his students. Mr. Watkins had never had a student in a wheelchair in his class before. However, he was determined that he would give it his best shot.

First, Mr. Watkins went to the records and read all he could about Frank. He learned about his injury in Vietnam and about Frank's present medical condition. He also learned about Frank's outstanding high school academic records. Using all this information as a basis, he then reviewed the skills covered in the dental technician program, which involved fabricating and repairing full and partial dentures.

He was pleased to discover that, for the most part, the skills did not seem to be beyond Frank's capabilities—either physical or mental. And the physical facilities of the school had recently been modified to ensure easy access for the handicapped, so that should not be a problem either.

Mr. Watkins did identify a few instructional areas that would need to be modified. There would probably be some problems with one particular piece of equipment, too. But its use wasn't covered until late in the program, so they could cross that bridge when they came to it.

Next, he wrote up an individual training plan (ITP), listing Frank's career goal as "Dental Technician" and listing the skills required, together with the modifications he had identified. The final step was to have an ITP planning meeting with Frank.

As far as Frank was concerned, the meeting went well. Mr. Watkins was obviously a caring person. He spent some time chatting with Frank about neutral topics until Frank felt comfortable. Then he spent a great deal of time explaining the program, the skills, and the ITP to Frank. Frank was impressed that the program was so personalized, and he began to think that maybe it wasn't going to be as bad as he had thought. He left the meeting ready to get to work, confident that he would have all the help he needed in the program.

Mr. Watkins, too, was enthusiastic about the way the meeting had gone. Thus, it came as a shock to him when the semester ended, and he realized that Frank had not achieved the short-term objectives set for him. Mr. Watkins set up a meeting with Frank to discuss this unfortunate situation.

At the beginning of the meeting, Jim Watkins let Frank do the talking, merely getting him started by asking him to describe how he felt about the program and his performance thus far. Frank explained that he

had become less than enthusiastic about being in school because of his shame at having to wear special apparatus because of his bowel and bladder dysfunctions. He told Mr. Watkins that he didn't like being in close quarters with other members of the class because he was afraid that he would accidentally spill his collection bag and be embarrassed.

He also indicated that he was experiencing emotional ups and downs that have made it difficult for him to concentrate on the academic work. This was especially frustrating to him since academic work had previously come easily to him. Frank explained that he now felt that he should have not tried to become a dental technician. He feels that he may have enrolled in the course merely to compensate for the fact that he could not become a dentist.

Upon hearing this, Mr. Watkins began to talk to Frank about all the advantages of remaining in the dental technician program. "After all," he said, "you have all the mental capacity and ability to become a dental technician. There is no reason to drop out just because you had a bad first semester. All you have to do is really apply yourself, and you can make it through the program with my assistance. I can spend extra time with you, tutoring you on some of the things that you missed this semester. I'm sure that you will snap out of this depression that you've been in and really get into the program." Frank reluctantly agreed, with Mr. Watkins' urging, to try another semester in the dental technician program.

Case Study 2: The IEP Team Meeting

Mrs. Anton, the home economics teacher at Lincoln High, received a notice one Wednesday afternoon in May from the special education department. The notice stated that there would be a meeting of the members of Susan Roth's IEP team on the coming Friday afternoon. The purpose of the meeting was to discuss Susan's enrollment in Mrs. Anton's home economics program in the fall. Ruth Anton had a reputation at Lincoln for being a very dedicated teacher. She took her responsibilities seriously and was thorough in all she did. Thus, true to form, she attacked this task with gusto.

First, she went to her file of IEPs. Susan, she knew, was hearing impaired, and Mrs. Anton had had a hearing-impaired student in her class the previous year. That meant most of her work was done already. She located her "Hearing Impaired IEP" and congratulated herself for having been so thorough in preparing it. She had spent long hours in the library and in conversations with specialists on the staff finding out all she could about the general characteristics of the hearing impaired.

Armed with her IEP, she went to the IEP meeting. It was a very productive session. Attending were Mrs. Anton; Miss Wood, the special education teacher; Mr. Williams, the vice-principal; and Miss Smith, the speech therapist. Susan had not been asked to attend because of her communication difficulties and because the group would be able to discuss the situation more freely if she were not there. Susan's father had been asked to attend, but he declined because he would be out of town at the time designated.

At the meeting, Mrs. Anton learned that Susan presently lives alone with her father and performs most of the household chores, as she has done since her older sister got married. Susan's older brothers and sister are all married and live out of state. Her two younger sisters live with Mrs. Roth, who deserted the family ten years ago, taking only the youngest children with her. Susan had confided to Miss Wood that she had always believed that her mother had left her behind because of her speech problems. Susan wants to be in home economics because she enjoys performing the chores at home and wants to learn about good household management.

The IEP team then dealt with whether Susan could participate fully in regular classes, given her communication difficulties. To determine the extent of her disability, the team first reviewed the doctor's report on Susan's progressive hearing loss, which had only recently been discovered. The doctor had prescribed a hearing aid, which had been provided via the welfare department's medically needy program. In view of the progressive nature of her hearing loss, the doctor recommended that she should receive instruction in lipreading and/or sign language in the near future.

Miss Smith, the speech therapist, had also evaluated Susan and reported that she should begin speech therapy immediately. A review of Susan's academic performance was also provided by Miss Wood. This showed that her progress had been poor because of her communication problems, but that it had improved since she had been wearing the hearing aid. "One-on-one communications are easier for Susan to handle," Miss Wood added. "But Susan finds it quite difficult to speak up in class, and I am never quite sure if she has fully understood my instructions."

Mrs. Anton then spoke up. She said that she understood their concerns but that Susan's interest in home economics should help her to overcome some of her communication problems and reduce the shyness that she had demonstrated in talking with others. She further indicated that her Hearing Impaired IEP was tried and true. "I anticipate no problems with having Susan in class," she concluded.

Compare your written critiques of the teachers' performance with the model critiques given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL CRITIQUES

Case Study 1: The ITP

Mr. Watkins' greatest strength could have been his determination to give it his best shot. Unfortunately, his best shot was not quite good enough.

He started the process off on the right foot by **gathering data.** It was appropriate to check the records, and they did provide some useful information, but many other potential resources were left untouched. Judging from the amount of information we were given about Frank—important information—Mr. Watkins could have had a much more solid information base for his planning had he looked a little harder, a little further.

He could have gathered more information from Frank. The meetings centered primarily on making Frank feel comfortable and telling Frank about the ITP, about the program, about what his career goals should be. Mr. Watkins could have done less telling and more asking.

Since Frank lives with his parents, it might have been appropriate to talk to them, with Frank's permission or in Frank's presence. They undoubtedly could have identified some of the problem areas Frank was experiencing that could affect his ability to succeed in the program. In addition, he could have checked with personnel—a doctor, a therapist—at the V.A. hospital to get advice about the things he could do to structure a program that could meet Frank's needs, abilities, and emotional state at this time.

Finally, since he admits that he doesn't know quite how to deal with a person in a wheelchair, Mr. Watkins could have checked with other specialists in and out of school who could tell him more about the needs of a person like Frank. Clearly, his bowel and bladder condition had potential for causing embarrassment. Mr. Watkins should have known about that condition, and he should have anticipated the problems that ultimately surfaced.

Mr. Watkins also was on the right track when he next **compared his findings** about Frank's needs, interests, and abilities to a list of occupational skills in order to identify potential problem areas and modifications needed. Perhaps, however, he should not have been satisfied with his feeling that the skills didn't "seem" to be beyond Frank's abilities. This goes back to his data-gathering stage; without more information about Frank, he cannot make the kinds of decisions required.

And his decision to worry later about the potential problems Frank might have with one particular piece of equipment is unforgivable. That piece of equipment may be crucial to employability. What will happen if Frank does make it all the way to the end of the program only to discover that he cannot operate this equipment and cannot, therefore, be employed in the area for which he has trained? The planning stage is the appropriate time to meet these questions head on.

Mr. Watkins then used this analysis of skills as a basis for the **development of a written plan**—an ITP—designed specifically for Frank. Again, this is the appropriate next step, but the plan can only be as good as the work he did in the first two steps.

Finally, his **conference skills** were very good up to a point. He was able to draw Frank out and initially to spark his enthusiasm. However, he did not seek to work with Frank to review, refine, revise, and finalize the plan based on Frank's own perceptions of his capabilities, needs, and goals. He simply imposed his plan on Frank. Frank had no input into the plan itself; he simply accepted it.

Small wonder that the plan did not succeed in helping Frank achieve the short-term objectives.

Even more crucial is that Frank's lack of success did not come to Mr. Watkins' attention until the end of the semester. Even had the plan been exemplary, it could not have carried Frank along on its own. Mr. Watkins should have been **monitoring Frank's progress** on a regular basis and measuring it against the standards set in the plan. At the first moment that problems seemed to be developing, he should have acted. Earlier meetings should have been held, and the plan should have been modified if necessary.

Furthermore, Mr. Watkins made the same mistake at this point as he did in the data-gathering stage. He

again failed to use the **expertise of others.** It is entirely possible that working with a therapist, a counselor, or a person with a similar condition would have helped Frank adjust more easily and reach his goals more readily. Mr. Watkins never seemed to consider contacting anyone else, although he really needed to do so, both for his own enlightenment and in order to identify appropriate persons or agencies to which to refer Frank.

Finally, at the **last meeting,** Mr. Watkins should not have pushed Frank into a second semester of dental technology. Despite the fact that Frank is bright, he is experiencing problems, and he does seem to be questioning the appropriateness of his original career decision. It will do no good to ignore these problems; they must be faced.

It is not too late for Frank or Mr. Watkins. They should meet, and Mr. Watkins should encourage Frank to talk and to share in the planning. If he can get Frank to express his feelings, his goals, his dreams, and his perceptions of his experience in the program to date, then they can review the plan together and determine whether it's what Frank really wants. If not, then Mr. Watkins should be supportive of Frank's need to leave the program.

If Frank does want to stay in the program, then they should explore ways of helping Frank deal with his feelings, make a better adjustment to class, and achieve his career goal. And the ITP should be modified accordingly.

Case Study 2: The IEP Team Meeting

Like Mr. Watkins, Mrs. Anton has in her favor her desire to help—the gusto with which she attacks the task at hand. It is to be hoped, however, that her gusto does not take her too far in the wrong direction before it is too late.

Obviously, Mrs. Anton took the **data-gathering** stage very seriously. Her data-gathering about the hearing impaired had been very thorough—as far as their general characteristics are concerned. This is an excellent initial step to take, but it is not sufficient.

The point she has missed is that, like the plan to be developed, the data-gathering must be individualized. It is not enough to find out about the hearing impaired in general. She needed to find out more about Susan's specific hearing impairment **before** she made any plans.

Instead, Mrs. Anton mistakenly believed that her general knowledge about the hearing impaired was enough and that an IEP prepared for one hearing-impaired student could be used for **all** hearing-impaired students. She went to the meeting thinking her work was already done—that her previous year's work would be usable without change.

The session was indeed productive, but it had one very major flaw. It should not have been held at all without the presence of either Susan or Mr. Roth. It is illegal to do so. An IEP meeting is intended as an opportunity to discuss the student's needs and plan a program accordingly with the **student's input.** The IEP team assumed that Susan could not participate because of her communication difficulties, but that may very well have been a false assumption. Susan should have been given the opportunity to decide for herself whether she would attend.

Mr. Roth's presence would have been even more important given Susan's absence. A different time should have been selected that would have been convenient for him. As it was, the IEP team made decisions about Susan's future without allowing her or her family to give any input. This greatly reduced the chances of the plan being relevant and appropriate.

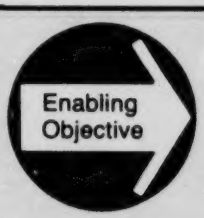
The meeting was as productive as it could have been under those circumstances. The team members shared information, and those present could learn a good deal about Susan's background, needs, and goals. But they moved straight from analysis to decision making, without ever discussing how her program should be developed based on their analysis.

Mrs. Anton may very well be right in thinking that Susan belongs in home economics based on her interests. However, Susan will have difficulty in succeeding unless some additional work is done in developing a careful plan—with objectives, modifications, and support services—that is specifically designed for Susan.

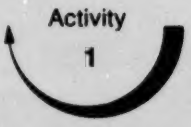
Level of Performance: Your written critiques of the teachers' performance should have covered the same **major** points as the model critiques. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Individualized Planning for Students with Exceptional Needs, pp. 8–27, or check with your resource person if necessary.

Learning Experience II

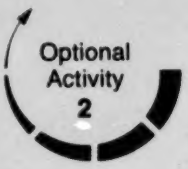
OVERVIEW



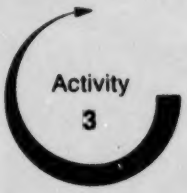
Given a profile of a student with exceptional needs, develop a partial individual training plan for that student.



You will be reading the profile, pp. 35–36, which describes Jesús González.



You may wish to organize and record the information provided concerning Jesús.



You will be identifying Jesús's exceptional needs.

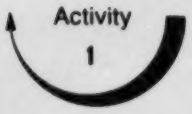
You will be evaluating your competency in identifying Jesús's exceptional needs, using the Exceptional Needs Checklist, p. 37.

You will be identifying occupational tasks to include in Jesús's individual training plan.

You will be evaluating your competency in identifying occupational tasks to include in Jesús's individual training plan, using the Task Checklist, p. 39.

You will be developing a partial individual training plan for Jesús.

Your resource person will evaluate your competency in developing a partial individual training plan for Jesús, using the ITP Checklist, p. 43.



The first step in developing an individual training plan for a student is to gather information about the student's exceptional needs. The following profile describes Jesús Gonzáles. Assume that Jesús is a student in the vocational program in which you teach or plan to teach. As you read the profile, look for specific information about Jesús's exceptional needs.

PROFILE

Jesús González is a young Latino. He lives with his family (father, mother, two sisters, four brothers, three cousins, and two grandparents) in an old farmhouse just on the outskirts of town. His father, Gonzalo González, aged 43, works as a maintenance person in a local shopping center at low pay. His mother, Victoria, aged 37, is a cleaning lady and works for different families an average of three days a week.

Jesús is the oldest of the González children. Delia, aged 17, a high school dropout, works as a dishwasher at an all-night truck stop. Julio, aged 15, is a junior high school student and has a paper route on the other side of town. Fernando, aged 14, and Gustavo, aged 13, are both junior high school students. They sometimes pick up a little cash doing odd jobs for the Anglo families in the nicer parts of town.

The two youngest children—Pilar, aged 9, and Placido, aged 8—are in grade school. The three cousins are Maria, aged 10; Carlota, aged 5; and Raúl, aged 4. Maria is in grade school, but Carlota and Raúl are still too young. Victoria's parents, *los abuelos*, care for them during the day and do such housework as they can. But the grandfather is blind, and the grandmother has severe arthritis.

The González family are proud of their Latino heritage. Gonzalo and Victoria came from Mexico more than eighteen years ago, when Victoria was pregnant with Jesús. *Los abuelos* joined them in this country three years later, soon after Julio was born. *Los abuelos* speak very little English. Gonzalo and Victoria can get by speaking English but are not at all fluent. Although they can read Spanish, neither of them has learned to read English.

The older children can speak English with considerable fluency because of their exposure to it in school. However, they are far behind the Anglo children of the same age in their reading and writing skills. The younger children, not yet in school, know only a few words in English and speak primarily Spanish. Consequently, Spanish is the language spoken at home.

Jesús is in generally good health and has no physical disabilities. He is an easygoing, friendly young man. Jesús has always mixed easily with his classmates, especially in classes in which students worked together on tasks. Other students have always looked up to Jesús. He is considered to be well groomed, capable, and clearheaded.

Jesús's permanent records indicate that he has both strengths and weaknesses. His general aptitude scores are below average. His math scores are above average, but his reading scores are quite low. Vocational aptitude test scores are high in the areas of manual dexterity and spatial relationships. Jesús's course grades have been highest in courses that provided hands-on experience (e.g., physical education, arts and crafts, seventh-grade shop).

Jesús has always been a weak student, primarily because of his incomplete communication skills in English. While his oral English is adequate, he has been criticized by his teachers more than once because he has an accent. Jesús reads at a fifth-grade level and has to depend on classroom explanations to understand most of his reading assignments. His cumulative records reflect this fact. He has received good grades in such areas as physical education, music, and business math, which require little or no reading. He has received poor grades in other areas, such as social and physical sciences and English, which do require extensive reading at a level above Jesús's comprehension.

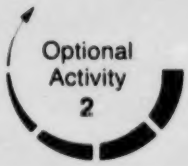
Anecdotal records include such comments as the following:

- Jesús is quiet but conscientious. (First grade)
- He gets along with other pupils in spite of language problems. (Second grade)
- Jesús needs remedial reading work. (Fifth grade)
- Jesús relates well to peers but is indifferent to learning. (Seventh grade)
- He is far behind American students in language skills. Recent IQ test? (Ninth grade)
- Jesús seems content to do minimum work necessary to get by; cannot use English properly. (Tenth grade)

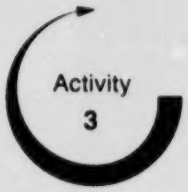
According to his records, Jesús has not participated in any club activities at all, although he has played baseball for the school teams since the sixth grade. He

earned varsity letters in baseball in the tenth and eleventh grades and expects to play for the team again this spring.

Jesús works part-time as an attendant in a local car wash. He got the job two years ago because he was interested in cars and wanted to work around them. He has always enjoyed tinkering with cars—or anything around that could be tinkered with, handled, disassembled, or reassembled. Jesús gives most of his wages to his parents to help support his large family. He hopes to continue working while he is still enrolled in school, as this extra money has come to be essential to the González family.



You may wish to organize the information provided concerning Jesús for future reference. One way to do so is to record the information on a form such as the Student Data Sheet, pp. 10–11.



Identify Jesús's exceptional needs and briefly **describe each in writing.** Be sure to include all the needs that you will have to accommodate in developing an individual training plan for Jesús.

After you have identified Jesús's exceptional needs, use the Exceptional Needs Checklist, p. 37, to evaluate your work.

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EXCEPTIONAL NEEDS CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, an item was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
In identifying Jesús's exceptional needs, you included Jesús's:	N/A	No	Partial	Full
1. low economic status	☐	☐	☐	☐
2. limited English proficiency (i.e., speaks English well but reads and writes poorly)	☐	☐	☐	☐
3. low general aptitude and reading scores	☐	☐	☐	☐
4. high math scores and vocational aptitude scores in manual dexterity and spatial relationships	☐	☐	☐	☐
5. preference for hands-on learning	☐	☐	☐	☐
6. work experience in a car wash	☐	☐	☐	☐
7. interest and skill in tinkering and doing hands-on work	☐	☐	☐	☐
8. good general health	☐	☐	☐	☐
9. adequate social and coping skills	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the material in the profile, pp. 35–36, revise your list of Jesús's exceptional needs accordingly, or check with your resource person if necessary.

Identify occupational tasks to include in Jesús's individual training plan. First, locate and obtain an occupational analysis in the occupational specialty in which you teach or plan to teach. Review the analysis in light of Jesús's exceptional needs. Select and list below the tasks from the analysis that you might include in Jesús's initial individual training plan. Next, identify those tasks on your list that would require services, assistance, or modifications for Jesús to perform successfully. Briefly **describe in writing** why Jesús would need special services, assistance, or modifications for each task.

After you have identified occupational tasks to include in Jesús's individual training plan, use the Task Checklist, p. 39, to evaluate your work.

TASK CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. In identifying special services, assistance, and modifications required, you reviewed each task in light of each of the following exceptional needs identified for Jesús:				
a. need for time to work out-of-school	☐	☐	☐	☐
b. limited English proficiency	☐	☐	☐	☐
c. low reading skills	☐	☐	☐	☐
d. higher math skills	☐	☐	☐	☐
e. aptitude, interest, and skill in manual dexterity and spatial relationships	☐	☐	☐	☐
f. preference for hands-on-work	☐	☐	☐	☐
2. You identified **all** tasks requiring special services, assistance, and modifications	☐	☐	☐	☐
3. You were able to explain clearly and fully why the services, assistance, and modifications were needed for each task	☐	☐	☐	☐

Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, review the occupational analysis, revise your occupational task list accordingly, or check with your resource person if necessary.

NOTES

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Develop a partial individual training plan (ITP) for Jesús, using the following planning form. Use the information you have previously identified concerning Jesús's exceptional needs.

Assume that Jesús's long-range goal is to attain entry-level competency in your own occupational specialty. Assume also that one of Jesús's short-range goals is to achieve entry-level competency in performing the occupational tasks you previously selected.

To complete your partial plan, list all special services, assistance, and modifications that Jesús would need to attain the short-range goals. Be sure to include the involvement of other professional staff in your plan.

INDIVIDUAL TRAINING PLAN

Student's Name _____ Date _____

Brief description of student's special needs: _____

_____

_____

Long-range goal: _____

_____

Short-range goals:

1. _____

Special assistance needed:

_____

_____

_____

2. _____

Special assistance needed:

_____

_____

_____

3. _____

Special assistance needed:

_____

_____

_____

_____

_____

Other special assistance:

_____

_____

_____

_____

_____

_____

Special modifications or services to be provided:

1. _____ Estimated dates _____

2. _____ Estimated dates _____

3. _____ Estimated dates _____

4. _____ Estimated dates _____

Student's signature: _____

Teacher's signature: _____

After you have developed your partial ITP, arrange to have your resource person review and evaluate your plan. Give him/her the ITP Checklist, p. 43, to use in evaluating your work.

ITP CHECKLIST

Directions: Place an X in the NO, PARTIAL or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
The teacher's partial ITP for Jesús included:				
1. an accurate and complete listing of Jesús's identified exceptional needs	☐	☐	☐	☐
2. a long-range goal that is appropriate for Jesús	☐	☐	☐	☐
3. short-range goals that are appropriate for Jesús	☐	☐	☐	☐
4. out-of-school work experience for Jesús	☐	☐	☐	☐
5. special assistance to overcome Jesús's limited English proficiency (e.g., English-as-a-Second-Language classes, bilingual materials and resources)	☐	☐	☐	☐
6. special assistance to improve and accommodate Jesús's low reading skills (e.g., a remedial reading program, use of lower-reading-level materials)	☐	☐	☐	☐
7. learning activities applying Jesús's math skills	☐	☐	☐	☐
8. learning activities allowing for hands-on-work	☐	☐	☐	☐
9. involvement of appropriate other staff in meeting Jesús's exceptional needs (e.g., English-as-a-Second-Language teacher, reading specialist)	☐	☐	☐	☐

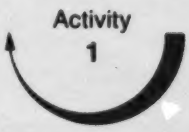
Level of Performance: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs in order to reach competency in the weak area(s).

NOTES

Learning Experience III

FINAL EXPERIENCE

In an **actual teaching situation,*** plan instruction for exceptional students.

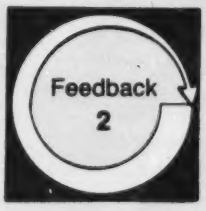


As part of your duties as a teacher, plan instruction for exceptional students. This will include—

- gathering and interpreting basic information about students
- reconsidering program goals and objectives and occupational analyses in light of students' exceptional needs
- preparing a tentative individual training plan
- conducting a planning meeting to finalize the individual training plan

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange to have your resource person review any documentation you have compiled. If possible, arrange to have your resource person observe you conducting a planning meeting.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 47–48.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in planning instruction for exceptional students.

*For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Plan Instruction for Exceptional Students (L-3)

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
The teacher gathered and interpreted basic information about exceptional students':						
1. academic ability	☐	☐	☐	☐	☐	☐
2. vocational aptitudes and interests	☐	☐	☐	☐	☐	☐
3. physical capabilities	☐	☐	☐	☐	☐	☐
4. life skills	☐	☐	☐	☐	☐	☐
The teacher accurately identified program goals and objectives and tasks on the occupational analyses that would require modifications to accommodate exceptional students':						
5. academic ability	☐	☐	☐	☐	☐	☐
6. vocational aptitudes and interests	☐	☐	☐	☐	☐	☐
7. physical capabilities and limitations	☐	☐	☐	☐	☐	☐
8. life skills	☐	☐	☐	☐	☐	☐
9. career goals	☐	☐	☐	☐	☐	☐
The teacher prepared a tentative individual training plan for each exceptional student, including:						
10. program modifications appropriate for each student's characteristics	☐	☐	☐	☐	☐	☐
11. special services or assistance appropriate for each student's characteristics	☐	☐	☐	☐	☐	☐
12. involvement of other appropriate professional staff	☐	☐	☐	☐	☐	☐
13. a long-range goal appropriate for each student's characteristics.	☐	☐	☐	☐	☐	☐
14. short-range goals for each student that would lead to achievement of his/her long-range goal	☐	☐	☐	☐	☐	☐

In conducting a planning meeting to finalize the individual training plan, the teacher:	N/A	None	Poor	Fair	Good	Excellent
15. included the exceptional student and his/her significant others, as required or appropriate	☐	☐	☐	☐	☐	☐
16. included other appropriate professional staff	☐	☐	☐	☐	☐	☐
17. explained the purpose of the meeting	☐	☐	☐	☐	☐	☐
18. reviewed the tentative plan	☐	☐	☐	☐	☐	☐
19. obtained agreement on a long-range goal appropriate for the student's characteristics	☐	☐	☐	☐	☐	☐
20. obtained agreement on short-range goals appropriate for achieving the long-range goal	☐	☐	☐	☐	☐	☐
21. obtained agreement on special services, assistance, and modifications required	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

UPD 8552/2-83

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out"
- That the module is inappropriate to your needs at this time

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do not have access to an actual teaching situation when you are taking the module, you can complete the module up to the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

A-1 Prepare for a Community Survey
A-2 Conduct a Community Survey
A-3 Report the Findings of a Community Survey
A-4 Organize an Occupational Advisory Committee
A-5 Maintain an Occupational Advisory Committee
A-6 Develop Program Goals and Objectives
A-7 Conduct an Occupational Analysis
A-8 Develop a Course of Study
A-9 Develop Long-Range Program Plans
A-10 Conduct a Student Follow-Up Study
A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

B-1 Determine Needs and Interests of Students
B-2 Develop Student Performance Objectives
B-3 Develop a Unit of Instruction
B-4 Develop a Lesson Plan
B-5 Select Student Instructional Materials
B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

C-1 Direct Field Trips
C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
C-4 Direct Students in Instructing Other Students
C-5 Employ Simulation Techniques
C-6 Guide Student Study
C-7 Direct Student Laboratory Experience
C-8 Direct Students in Applying Problem-Solving Techniques
C-9 Employ the Project Method
C-10 Introduce a Lesson
C-11 Summarize a Lesson
C-12 Employ Oral Questioning Techniques
C-13 Employ Reinforcement Techniques
C-14 Provide Instruction for Slower and More Capable Learners
C-15 Present an Illustrated Talk
C-16 Demonstrate a Manipulative Skill
C-17 Demonstrate a Concept or Principle
C-18 Individualize Instruction
C-19 Employ the Team Teaching Approach
C-20 Use Subject Matter Experts to Present Information
C-21 Prepare Bulletin Boards and Exhibits
C-22 Present Information with Models, Real Objects, and Flannel Boards
C-23 Present Information with Overhead and Opaque Materials
C-24 Present Information with Filmstrips and Slides
C-25 Present Information with Films
C-26 Present Information with Audio Recordings
C-27 Present Information with Televised and Videotaped Materials
C-28 Employ Programmed Instruction
C-29 Present Information with the Chalkboard and Flip Chart
C-30 Provide for Students' Learning Styles

Category D: Instructional Evaluation

D-1 Establish Student Performance Criteria
D-2 Assess Student Performance: Knowledge
D-3 Assess Student Performance: Attitudes
D-4 Assess Student Performance: Skills
D-5 Determine Student Grades
D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

E-1 Project Instructional Resource Needs
E-2 Manage Your Budgeting and Reporting Responsibilities
E-3 Arrange for Improvement of Your Vocational Facilities
E-4 Maintain a Filing System
E-5 Provide for Student Safety
E-6 Provide for the First Aid Needs of Students
E-7 Assist Students in Developing Self-Discipline
E-8 Organize the Vocational Laboratory
E-9 Manage the Vocational Laboratory
E-10 Combat Problems of Student Chemical Use

Category F: Guidance

F-1 Gather Student Data Using Formal Data-Collection Techniques
F-2 Gather Student Data Through Personal Contacts
F-3 Use Conferences to Help Meet Student Needs
F-4 Provide Information on Educational and Career Opportunities
F-5 Assist Students in Applying for Employment or Further Education

Category G: School–Community Relations

G-1 Develop a School–Community Relations Plan for Your Vocational Program
G-2 Give Presentations to Promote Your Vocational Program
G-3 Develop Brochures to Promote Your Vocational Program
G-4 Prepare Displays to Promote Your Vocational Program
G-5 Prepare News Releases and Articles Concerning Your Vocational Program
G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
G-7 Conduct an Open House
G-8 Work with Members of the Community
G-9 Work with State and Local Educators
G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization

H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
H-2 Establish a Vocational Student Organization
H-3 Prepare Vocational Student Organization Members for Leadership Roles
H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
H-5 Supervise Activities of the Vocational Student Organization
H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development

I-1 Keep Up to Date Professionally
I-2 Serve Your Teaching Profession
I-3 Develop an Active Personal Philosophy of Education
I-4 Serve the School and Community
I-5 Obtain a Suitable Teaching Position
I-6 Provide Laboratory Experiences for Prospective Teachers
I-7 Plan the Student Teaching Experience
I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

J-1 Establish Guidelines for Your Cooperative Vocational Program
J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
J-3 Enroll Students in Your Co-Op Program
J-4 Secure Training Stations for Your Co-Op Program
J-5 Place Co-Op Students on the Job
J-6 Develop the Training Ability of On-the-Job Instructors
J-7 Coordinate On-the-Job Instruction
J-8 Evaluate Co-Op Students' On-the-Job Performance
J-9 Prepare for Students' Related Instruction
J-10 Supervise an Employer–Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)

K-1 Prepare Yourself for CBE
K-2 Organize the Content for a CBE Program
K-3 Organize Your Class and Lab to Install CBE
K-4 Provide Instructional Materials for CBE
K-5 Manage the Daily Routines of Your CBE Program
K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs

L-1 Prepare Yourself to Serve Exceptional Students
L-2 Identify and Diagnose Exceptional Students
L-3 Plan Instruction for Exceptional Students
L-4 Provide Appropriate Instructional Materials for Exceptional Students
L-5 Modify the Learning Environment for Exceptional Students
L-6 Promote Peer Acceptance of Exceptional Students
L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
L-8 Improve Your Communication Skills
L-9 Assess the Progress of Exceptional Students
L-10 Counsel Exceptional Students with Personal–Social Problems
L-11 Assist Exceptional Students in Developing Career Planning Skills
L-12 Prepare Exceptional Students for Employability
L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills

M-1 Assist Students in Achieving Basic Reading Skills
M-2 Assist Students in Developing Technical Reading Skills
M-3 Assist Students in Improving Their Writing Skills
M-4 Assist Students in Improving Their Oral Communication Skills
M-5 Assist Students in Improving Their Math Skills
M-6 Assist Students in Improving Their Survival Skills

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

For information regarding availability and prices of these materials contact—AAVIM, American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, Georgia 30602, (404) 542-2586

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